

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
a. Activate prior knowledge and establish purposes for reading, and adjust the purposes while reading. (A4)	Generate questions Activate schema Select and apply an effective strategy for approaching their reading based on the type of text and purpose for reading.		X X X		<ul style="list-style-type: none"> Activate prior knowledge about topic and organize information into a graphic organizer (e.g., KWL chart, etc.) to aid in comprehension of text. Predict text content using prior knowledge, author knowledge and text features. Establish purpose for reading without teacher prompting.
b. Monitor comprehension and apply appropriate strategies when understanding breaks down. (A4, A5)	Make, revise, and confirm predictions Clarify for understanding Utilize during reading strategies to monitor comprehension.		X X X		<ul style="list-style-type: none"> Apply a wide range of comprehension strategies (e.g., summarizing, making inferences, connecting, visualizing, predicting, activating prior knowledge, and generating questions to above grade level texts read aloud by the teacher or in own reading (at instructional level). Monitor comprehension and accuracy when reading and use comprehension repair strategies to self-correct errors (e.g., reading on, using picture clues, re-reading when necessary, and adjusting reading rate). Identify reading strengths and weaknesses and select targets on which to work.

GRADE 4

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Organize information in proper sequence to use in a summary. (A3)	Distinguish between relevant and irrelevant details. Organize relevant information from text. Summarize orally and in writing.		X X X		<ul style="list-style-type: none"> Summarize the events, information, or ideas in an informational/ expository piece or the story elements in a literary/ narrative text.
d. Identify, use and explain text structures. (B1, B2)	Match graphic organizers to text structure. Identify text structure. Use knowledge of text structure to select an appropriate graphic organizer.	X	X X		<ul style="list-style-type: none"> Locate information in the text using a glossary, index, or other text features. Identify and explain the elements of particular literary forms (e.g., compare/ contrast, poetry, short story, biography, journalistic writing, narrative). Recognize and explain cause effect relationships in informational/ expository text; support with evidence from the text. Organize information in a graphic organizer for: main ideas/ details; compare/ contrast plots, cause/ effect, sequence of events.
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Revise and confirm predictions. Draw valid conclusions. Support conclusions with text evidence.		X X	X	<ul style="list-style-type: none"> Locate evidence from the text to support a conclusion, citing text-based support (e.g., evidence that a character is brave; evidence that a character is treated unfairly).
f. Make and justify inferences from explicit and/or implicit information. (A2, B2)	Make valid inferences using prior knowledge and text evidence. Support inferences with text evidence and prior knowledge.		X X		<ul style="list-style-type: none"> Make inferences to construct meaning. Share opinions and judgments of texts.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify a variety of question-answer relationships. Generate a variety of questions that demonstrate an understanding of the text. Support answers with text evidence.		X	X	<ul style="list-style-type: none"> Use Q.A.R. strategies of right there, think and search, on my own, and author and me. Generate questions about a text to share and discuss in literature groups. Responds to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas).
b. Interpret information that is implied in a text. (B3)	Make valid inferences about character, setting, and events. Justify inferences by selecting text evidence.		X		<ul style="list-style-type: none"> Determine character traits, using knowledge of the character's situation.
c. Distinguish between fact and opinion. (B1)	Define fact and opinion. Identify key words and phrases common to fact and opinion statements. Identify facts and opinions embedded in texts.		X	X	

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Make and support judgments about text. (B3, D2)	Find and interpret evidence from text in order to make a judgment. Synthesize information order to make a judgment about text.		X		
			X		
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge to make meaningful text connections. Understand the purpose for making connections. (text to self; text to text; text to world). Identify and select relevant information within text to support text connections.		X	X	<ul style="list-style-type: none"> Discuss and respond to texts by making text to self, text to text, and text to world connections.
f. Identify and discuss the underlying theme or main idea in text. (A1)	Determine common themes found in fictional texts. Identify common themes found in fictional text. Determine the main Idea or main Ideas in nonfiction/informational text.	X			<ul style="list-style-type: none"> Identify ideas, themes, and/or issues across classical and contemporary narrative texts and provide evidence for the text to support. (e.g., friendship, courage). State the main idea of an informational/ expository text and provide two or more text-based details that support it, use main idea to suggest new title.
			X		
		X			
g. Choose a variety of genres to read for personal enjoyment. (C1)	Determine genre-specific characteristics to select books to read. Read a variety of genres.		X		<ul style="list-style-type: none"> Read independently and silently, longer, more complex texts and chapter books. Track progress in reading achievement with graphs, charts, and checklists. Maintain a reading log.
			X		

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	<p>Apply structural analysis skills to read unknown words.</p> <p>Apply phonetic skills to read unknown words.</p> <p>Monitor and clarify unknown words for understanding.</p> <p>Monitor and self-correct for accuracy.</p>		X	<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> Know sounds for letter patterns common to multi-syllable or low frequency words (e.g., ch as in machinery, chemistry, and chip). Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas. Use letter-sound correspondence and structural analysis to decode grade level words. Recognize automatically many common regular and irregular words.
b. N/A					
c. Analyze the meaning of words and phrases in context. (A5)	<p>Use context clues to understand vocabulary words and phrases.</p> <p>Identify words that have multiple meanings.</p> <p>Use context clues to determine the meaning of commonly confused words.</p>		<p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> Use context to read and understand words with more than one pronunciation (e.g., object versus to object).

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Self-monitor for unknown words in listening, speaking, reading, and writing. Determine word meaning. Incorporate new vocabulary when communicating orally and in writing.		X X X		<ul style="list-style-type: none"> Identify and explain grade-appropriate vocabulary, including area vocabulary, common homophones, homographs (e.g., maid/ made; to, two, too; pencil lead versus lead the way), words with multiple meanings and meaning of words specific to various content areas (e.g. product in math). Use resources (e.g., glossaries and dictionaries, thesauruses) to define words.
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	Use contextual, syntactic and structural analysis strategies to decode and understand the meaning of content vocabulary. Explain the meaning of content area vocabulary. Incorporate content area vocabulary when communicating orally and in writing.		X X		<ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature and other content areas.
f. Read with fluency.	Read grade level texts with fluency.		X		<ul style="list-style-type: none"> Read aloud grade level text accurately, using appropriate pacing, phrasing, and expression. Read aloud unpracticed grade-level texts at 115-125 words per minute. Adjust reading rate to match the difficulty, type of text, and purposes for reading (e.g., skimming for facts, scanning for key words, close/ careful reading for understanding new or complex ideas).

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
a. Elicit, discuss and respect the opinions of others about written, oral and visual texts. (D2, D3)	Identify or validate author's or speaker's point of view. Demonstrate active listening skills. Recognize that a single text may elicit a wide variety of responses.		X X X		<ul style="list-style-type: none"> Respond to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas). Listen to classmates and adults (e.g., do not interrupt, face the speaker, ask questions, summarize or paraphrase to confirm understanding, give feedback, eliminate barriers to effective listening). Ask questions of a speaker when seeking further information about the information or viewpoints discussed. Participate in literature circles/groups.
b. Share opinions and judgments based on texts heard, viewed or read. (A2, D2, D3)	Synthesize information in order to make and share opinions and judgments. Develop valid conclusions about themes and information in a text and provide support to convince others of that position. Formulate statements to express opinions.		X X X		<ul style="list-style-type: none"> Support a personal opinion or judgment about what is read, heard, or viewed. Offer text based reasons when convincing others of the validity of a personal opinion about texts. Identify reasons for liking/ disliking text.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Discuss multiple genres and explain the differences in the effect of their conventions. (B2)	Explain how the different elements help the reader understand the genre. Differentiate the various genre elements found in informational text and fiction.	X X			Are there specific genre targeted in grade 4?
b. Identify the differences between the structures of fiction and nonfiction. (A1, B1)	Identify or analyze the author's use of structure and organizational patterns. Identify the specific structures of various genres.		X X		<ul style="list-style-type: none"> Describe the components of setting and explain how and why setting is important. Differentiate between first and third person point of view and explain the difference.

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Read or listen to a text and explain its appeal. (C1, C2)	State an opinion about a text or character using information from the text to support their ideas.		X		<ul style="list-style-type: none"> Provide a personal response that demonstrates insight about the text (e.g., What was the most exciting/ interesting/ important part of the text?). Share opinions and judgment about texts heard, viewed, or read.
d. Identify literary techniques that an author uses that contribute to the meaning and appeal of texts. (B2)	Identify and discuss elements of author's craft.		X		<ul style="list-style-type: none"> Explain the meaning of simile, personification, and use of interesting words (word choice). Identify literary techniques (e.g., word choice, phrases, sentences, and word order) an author uses to contribute to the meaning and appeal of texts.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.2 Students explore multiple responses to literature.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	Develop multiple responses by raising questions about text and story parts. Respond to changing personal thoughts orally or in writing as a text develops.	X	X		<ul style="list-style-type: none"> Participate in discussions to listen to alternative viewpoints. Write well developed literature responses that support judgments through reference to the text and prior knowledge.
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Use stated or implied evidence from the text to draw and/or support a conclusion.		X		<ul style="list-style-type: none"> Provide a personal response that demonstrates insight about text (e.g., What would be the best/worst part about a situation or event?). Determine author's purpose and support decision with evidence/details from text.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
a. Discuss and analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations. (C1)	Identify a character's experience and connect this information to other cultural experiences and historical periods.		X		<ul style="list-style-type: none"> Use knowledge of situation, character's actions, motivations, feelings, and physical attributes to determine character traits.
b. Identify ideas, themes and/or issues across classical and contemporary texts. (A1, D3)	<p>Determine main idea and theme from a variety of texts.</p> <p>Listen to and/ or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.</p>		<p>X</p> <p>X</p>		<ul style="list-style-type: none"> Compare and contrast author's stance, characters, customs, beliefs, traditions, and values across a variety of texts.
c. Compare and respond to stories about multicultural experiences. (C2, D3)	<p>Compare the information from multicultural text to personal experiences, other texts, and the world.</p> <p>Select, synthesize and use relevant information to personally respond to text.</p>		<p>X</p> <p>X</p>		<ul style="list-style-type: none"> Compare and respond to text about multi-cultural experience. Recognize and explain literary/ narrative text written out of sequence (e.g., flashbacks, tales from other cultures).

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize and discuss an author's values, ethics and beliefs included in many texts. (D1, D3)	Read a variety of text to understand other cultural and historical periods. Demonstrate an awareness of an author's customs and beliefs included in a text.		X		<ul style="list-style-type: none"> Recognize and discuss an author's values, ethics, and beliefs included in many texts.
b. Discuss how the experiences of an author might influence the text. (D3).	Identify how experiences and interests of the author are reflected in the text. Compare texts written by the same author.		X	X	<ul style="list-style-type: none"> Conduct author studies that include reading several texts by the same author and researching biographical information about the author in order to make connections between the author's life and texts.
c. Discuss how the experiences of a reader influence the interpretation of a text. (B3, C1)	Activate prior knowledge to make and discuss text connections. Identify how the experiences and interests of the reader help to interpret the text.		X	X	<ul style="list-style-type: none"> Understand how some personal beliefs and values influence the interpretation of text. Identify the author's target audience(s) and cite examples of details and/ or arguments that appeal to that audience.
d. Discuss topics and connections that cross cultures. (D2, D3)	Develop and identify multicultural themes. Compare and contrast personal experiences to information from other multicultural texts.	X		X	

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Discuss the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Discuss the influence of culture, history and ethnicity on themes and issues in literature.		X		<ul style="list-style-type: none"> Develop an awareness of culture and history reflected in text. Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena).
f. Identify and discuss how the choices an author, illustrator or filmmaker makes to convey his/her ideas in a text. (D1, D3)	Identify and discuss how the choices an author, illustrator or filmmaker makes to convey his/her ideas in a text.		X		<ul style="list-style-type: none"> Understands that there are common conventions used in media (e.g., the layout of a newspaper, including headlines, photographs, and different sections; how theme music, sound effects, titles, and graphics represent the beginning and ending of a television program). Understands that literary elements in film and written stories are similar. Understands different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives). Understands techniques used to convey messages in visual media (e.g., animation; different tones of voice in audio productions; adjusting messages for different audiences). Understands techniques used to establish mood in visual media (e.g., use of camera angles and distances to create a specific feeling or point of view, sound effects such as a heartbeat or squeaking chair, somber lighting to imply mystery or fear).

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message. (A4, B3)	Use oral language skills effectively.		X		<ul style="list-style-type: none"> Use oral language with clarity, voice, and fluency to communicate a message (i.e., present dramatic interpretations of experiences, stories, plays, or poems). Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions. Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT Writing Prompt)	<p>Identify and analyze the characteristics of text as models of writing.</p> <p>Listen to or read a variety of genre to use as models for writing.</p>		<p>X</p> <p>X</p>		<ul style="list-style-type: none"> Write to explore ideas (e.g., quick writes, journal entries) Write well developed literature responses that support judgments through reference to the text and prior knowledge. Use a variety of genres as models for writing. Identify professional authors' styles and techniques (e.g., word choice, introductions, endings, points of view).

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
c. Use the appropriate features of persuasive, narrative, expository or poetic writing. (CMT Writing Prompt)	Demonstrate strong organizational strategies and craft appropriate to the selected mode of writing.		X		<ul style="list-style-type: none"> ▪ Recount: biographies. ▪ Narrative: myths or legends, fantasy, realistic fiction. ▪ Procedure: recipes, schedules, process for solving in math ▪ Report: character analysis, business letter to explain or request, content area report ▪ Explanation: news article, informational essays, personal essays (multi-paragraph). ▪ Persuasive: advertisements ▪ Poetry: song lyrics, cinquain, others.
d. Write to delight in the imagination. (CMT Writing Prompt)	Produce a variety of written work in various modes.		X		<ul style="list-style-type: none"> ▪ Ideas: include more than one mode within a piece (e.g., descriptive or narrative anecdotes within and explanation to elaborate); narrow topic (e.g., from general topic such as pets to specific topic, such as, My dog is smart.); select details relevant to topic to elaborate (e.g., add detail to each main point using more than one sentence; use specific words, phrases, reasons, anecdotes, facts, descriptions, anecdotes, facts, examples), use personal experiences, observations, and/ or research to support opinions and ideas (e.g., collects, organizes, and uses data to support conclusions in content areas), and develop character, setting, and events within plot when writing a narrative.

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Produce a variety of written work in various modes. (continued)		X		<ul style="list-style-type: none"> ▪ Organization: show sensitivity to text structure in writing (e.g., recognize that a report is organized differently than a story); demonstrate strong organizational strategy, transition and sequencing in written work; write in logically organized progression of unified paragraphs; construct an inviting introduction and satisfying conclusion; use a variety of transitional words and phrases to make connections within and between paragraphs; structure plot in narratives using problem-solution-outcome; describe procedures sequentially; organize explanations (e.g., explain how and why) and comparisons logically (e.g., write a point by point comparison, such as about differences between characters) and structure poetry (e.g., syllabic pattern, rhyme scheme). ▪ Word choice: use of precise words energizes writing (e.g., vivid verbs – screeched, hovered, absorbed; specific nouns – granite, cedar); use specialized vocabulary in informational writing (e.g., parallelogram, butte); use literary and sound devices (e.g., similes, personification, alliteration).

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Produce a variety of written work in various modes. (continued)		X		<ul style="list-style-type: none"> ▪ Voice: adjust voice for different audiences (e.g., letter to the principal versus letter to best friend); adjust voice for different purposes (e.g., scientific explanation versus narrative); write in own voice in personal narrative (e.g., spinach makes me gag.); write in authentic voice in expository writing (i.e., the writing sounds real as opposed to stilted). ▪ Fluency: easy flow and rhythm, using complete sentences in writing; use sentence fragments artfully; write a variety of sentence beginnings (e.g., starts with a n introductory adverb clause: If you want to see an ant up close, you need a magnifying glass.); write a variety of sentence lengths; write a variety of sentence structures. ▪ Conventions: demonstrate strong sense of conventions.

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 4 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Use prewriting strategies to develop, plan and organize ideas. Choose a format appropriate to audience, purpose and task.		X		<ul style="list-style-type: none"> Determine purpose, and audience, and choose an appropriate written, oral or visual format
b. Use strategies to generate and develop ideas for speaking, writing and visual activities. (C2)	Draft and organize ideas. Use strategies to generate and develop ideas for a variety of purposes.		X	X	<ul style="list-style-type: none"> Planning: use a variety of prewriting strategies (e.g., questioning, brainstorming, drawing, and listing key thoughts) to generate and develop ideas, determine purpose, point of view and audience, and choose an appropriate format. Drafting: use prewriting plan to draft text; take notes from relevant sources for specific purpose and record in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas; research information from multiple sources for a specific purpose; use research skills (e.g., note taking, paraphrasing, outlining, appropriate editing of sources) to produce written, visual or present4eid piece, and wok on one draft over several days or weeks adjusting work to fit time

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3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Use strategies to generate and develop ideas for speaking, writing and visual activities. (continued)	Draft and organize ideas. Use strategies to generate and develop ideas for a variety of purposes.		X X		<ul style="list-style-type: none"> ▪ Reflecting: critique peers' writing and support the opinion using established criteria (e.g., content, organization, style, conventions); explain strengths and weaknesses of own writing using criteria (e.g., rubrics, anchor papers, checklists, 6-trait scoring guides).
c. Revise texts for organization, elaborate, fluency and clarity. (Editing and Revising)	Reread drafts and apply selected revision strategies.		X		<ul style="list-style-type: none"> ▪ Revising: reread work several times; add specific details for support; substitute words for clarity; move text; combine sentences for variety; discuss own work and respond constructively to peers' work; make decisions and revise work based on feedback.
d. Research information from multiple sources for a specific purpose. (C2)	Determine Main Idea and supporting details. Use note taking formats. Select and organize information from appropriate sources for a specific purpose. Generate questions for gathering data.		X X X X		<ul style="list-style-type: none"> ▪ Locate and select, with teacher assistance, appropriate information resources to complete a task. ▪ Extract information from multiple sources to complete an age appropriate task. ▪ Use telecommunications under direct teacher supervision to seek additional information when appropriate to the information talks.
e. Examine sources of information and determine validity.	Recognize validity and biases within sources. Distinguish between valid fact and opinion	X		X	<ul style="list-style-type: none"> ▪ Use a teacher created rubric or similar device to judge the completeness and relevance of information gathered to complete an information task.

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Synthesize information Present in a logical organized format appropriate to audience.		X X		<ul style="list-style-type: none"> ▪ Publishing/Presenting: publish and present final products in a variety of ways (e.g., letter, poem), including the arts and technology; publish for a wide range of purposes (e.g., to inform, to tell a story); select presentation format according to purpose; incorporate photos, illustrations, charts, and graphs; use available technology to compose and publish work.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.1 Students use knowledge of their language and culture to improve competency in English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures. Identify similarities and differences in the way language is used.		X	X	Understands that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language).
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English. Determine when a particular pattern is appropriate to use in speaking and/or writing. Notice similarities and differences in vocabulary and language structure.			X X X	Knows specific ways in which language is used in real-life situations (e.g., buying something from a shopkeeper, requesting something from a parent, arguing with a sibling, talking to a friend, participating in a classroom discussion, etc.).

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising)	Use sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> Speak and write in complete sentences to communicate a message. See 3.1d
b. Use appropriate language as related to audience. (Editing and Revising)	Use appropriate language as related to audience.		X		<ul style="list-style-type: none"> Use vocabulary that is accurate and specific. Use appropriate elements of diction, inflection, volume and pace. Anticipate audience's questions and writes accordingly Use oral/ written language with clarity, voice and fluency to communicate ideas, judgments, and opinions in presentations and performances.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		X		<ul style="list-style-type: none"> Use Standard English when speaking in school. Recognize and generally use oral language conventions, such as structures of Standard English.
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		X		<ul style="list-style-type: none"> Use capitalization, punctuation, and usage rules from pervious grades. Capitalize important words in a title of a book or article. Capitalize abbreviations correctly. Use resources to correct capitalization. Indent paragraphs consistently. Cite sources 9e.g., list titles alphabetically). Use commas to set of titles or initial (e.g., Dr. Smith, M.D.). Use comma in complete address. Use comma after introductory phrase (e.g., <i>After a scary movie, she wished she had read the book</i>). Use italics, underlining, and quotation marks for titles. Use hyphens between syllables at line breaks. Use single/ plural agreement between nouns and modifiers (e.g., one child, two children).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> Logically use conjunctions (e.g., I like dogs, but I am allergic to them). Use correct placement of pronouns (<i>Sally and I went to the store</i> versus <i>Me and Sally went to the store</i>; <i>She gave candy to Sally and me</i> versus <i>She gave candy to me and Sally</i> or <i>She gave candy to Sally and I</i>). Use spelling rules and patterns from previous grades. Spell grade-appropriate words taught as part of the curriculum across content areas. Spell words with common affixes (e.g., -en, -in, -on, -an at end of words) and following rules such as -ge after long vowel, -dge after short vowel (e.g., rage and edge). Spell high frequency words correctly. Spell common homophones (e.g., its, it's, know, no). Use knowledge about morphology and structural analysis to aid in spelling words. Apply spelling knowledge in writing. Use resources to find correct spelling for words identified as misspelled (e.g., electronic spellchecker, dictionaries, personal dictionaries) Maintain consistency in printing or cursive writing (e.g., size, spacing, formation, uppercase and lowercase).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 4 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Use resources for proofreading and editing. (Editing and Revising)	Use resources for proofreading and editing.		X		Editing: identify and correct errors in grade-level conventions capitalization (e.g., common nouns, titles of people, letter opening and closing), punctuation (e.g., end marks, apostrophe), usage (e.g., subject/verb agreement, pronoun reference), spelling grade appropriate words; use multiple resources regularly (e.g., dictionary peers, adult, thesaurus), proofread final draft for errors.